

like, take precedence of the news of the day, whether political or other; but we are in danger of confounding the looking on at games, with play proper, and this is a radical error likely in the end to confound us as a nation. Mr. Archibald's contention is that the child who does not play does not fulfil his function, that the sedentary child has something the matter with him, myopia for example. He gives us a sort of Who's Who record of the amusements mentioned by a large number of children, from which certain deductions may be drawn, and gives us too a chart, showing the difference in average weight of boys, of various classes "in England" (the *Power of Play* is an American publication). It certainly is startling to know that while the average weight of the public school boy is 78.07, that of the middle class boy is only 68.00, and that of the boys in industrial schools only 63.02. Of course many factors besides play go to these results, but play calls for very grave consideration: perhaps play grounds and play rooms, will come to take the place of Infant Schools.

Self-Knowledge and Self-Discipline, by B. W. Maturin (Longmans, 5/-). Mr. Maturin has given us an exceedingly thoughtful, well considered and suggestive treatise on the subject of Self-Knowledge and Self-Discipline. The following extract will give a key to the whole, "In all His dealings with man, He dealt with him as a composite being, and taught him to reverence the flesh." . . . "Thus would our Lord impress upon His followers that the body is an integral part of man's nature, neither to be indulged, nor ill-treated, but by the help of His grace, and by the practice of constant discipline, to be brought back to the position of dignity and true liberty, as co-operator with the soul in the service of God, which it held before the Fall. And it is in the hope of the Resurrection that this is to be done. In its essence, and in its motives, Christian asceticism is absolutely different from heathen."

The Outsiders, by Annie S. Swan (published by the Army Office, 101, Queen Victoria Street, E.C., price 1/-). We had occasion in an early number of the *Parents' Review*, perhaps 15 years ago, to consider at length the work of the Salvation Army, in an article entitled "Is it possible?" We stated then, what is still our firm conviction, that the redemptive work of the Army is 'bound to succeed,' because it is established upon sound principles, not only sociological, but psychological. It makes a calculated and ordered appeal to every spring in human nature which should help a man to rise to a better life. Mrs. Swan's able and sympathetic report confirms our old contention, and is deeply interesting just now that the question of the Unemployed is pressing heavily upon the national conscience. Two points General Booth brings forward in his Introduction: one is that "We ought to say, and say boldly, that those who are able to work shall work, and at some form of remunerative labour." This no doubt is the right attitude, but opposed to it is the admission that "It is only too evident that such work cannot be provided in the city and town industries." At the present time we are told some sixteen millions of the ratepayers' money is annually spent in maintaining people without work, and "under my plan this sum would be spent in furnishing work for those who are able to work, and who must constitute at least one-third of the total number of unemployed." Colonisation and emigration are the two great redemptive agencies proposed, and to some extent carried out by this benefactor of mankind, and perhaps no part of this intensely interesting little volume is more impressive than the chapter headed "Back to the Land." The success of the Salvation Army Colony at Hadleigh is remarkable and entirely cheering, and we can well believe, that such colonies, planted under such supervision and

discipline, up and down the country, should greatly relieve the pressure of unemployment. Emigration prospects, too, appear to be entirely encouraging, the agricultural labourer, even the unskilled man, is distressingly wanted in new countries. Mrs. Swan tells us that she has herself seen on a wayside station platform of Manitoba, crowds of waiting farmers watching for the incoming of what is called the "Harvest Train," and willing to pay any wage for labour, which they fail to get; and the Salvation Army has succeeded in winning the confidence of those new countries, which are in need of emigrants. The families who emigrate are eagerly welcomed. We all know something of the Salvation Army work in the cities, the Shelter Breakfasts, the Employment Bureaux, the helping hand in many directions; but General Booth is crippled by want of funds. The more the value of his work is recognised, the more do people take it for granted that it will go on without help. Will every reader whose conscience is troubled by such records as the *Times* gave us the other day, of many deaths from starvation in London in a given week, will all of these purchase relief for themselves and relief for the distressed, by sending a contribution to the Salvation Army Office, truly according to their means? Cheques, crossed, should be made out to General Booth, International Head Quarters, E.C.

P.N.E.U. NOTES.

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To whom all Hon. Local Secs. are requested to send reports of all matters of interest connected with their branches, also 6 copies of any prospectuses or other papers they may print.

N.B.—Kindly write on one side of paper only.

NEW BRANCHES.

The Executive Committee has been approached with a view to starting Branches in the following places:—

BRADFORD

BRENTFORD.

CARDIFF.—Names may be sent to Mrs. Hamilton, Blackladies, Dynas Powis, DUNFERMLINE.—Mrs. Beveridge, Pitreavie, Dunfermline, would be glad to hear from people interested.

EALING.

HALIFAX, NOVA SCOTIA.

MANCHESTER.

SURBITON.

SWANSEA.

Readers of the *Parents' Review* living in these districts, or having friends there, are asked to communicate with Miss Armfield, 26, Victoria Street, S.W.

BELGRAVIA.—Nov. 20th., Mrs. Creighton gave the last of her four addresses, and took the subject of "Beauty." The audience was mostly a young one and sat enthralled as Mrs. Creighton passed from visible beauty to beauty of mind and character, to that wider conception of beauty—harmony—and spoke of the golden band of love that makes all our actions coherent. 270 present.—Nov. 21st., Mrs. Clare Gostell lectured on "Brain-work and the care of the mind," "those delicate tissues through which the soul transacts its business." She spoke of the three-fold instrument of mind: brain, spinal cord, nerves; the three factors that form our brain: higher brain, cerebrum, medulla, and the three factors that mould the human character: heredity, environment; deliberate selection.—Nov. 22nd, by the kind invitation of the Council for the

Religious Education of the Wealthier Classes the Belgravia branch was invited to the first model lesson at Whiteland's College, King's Road, Chelsea. There was a very large attendance (over 200) and the lesson was given to a class of older girls, the subject being "Angels." It was an admirable model lesson, scholarly, lucid, interesting and illustrated with some beautiful drawings, but there was a good deal of disappointment felt (and expressed) afterwards that it was not more "spiritual." A mother is probably the best teacher of the spiritual life to her children, but we hoped mothers might find it useful to see how a scientifically trained teacher imparts religious knowledge to a child, the length of the lesson, the use of pictures, of quotations, the avoidance of confusing the main facts by verbose explanations, etc. Nov. 28th. "Nerves and the cultivation of the Directing Power," by Mrs. Clare Gostell. "The nervous system is our organ of life, and its nourishment depends on a constant supply of pure blood." The lecturer gave many valuable suggestions on this point. Then she came to the second point, "The cultivation of the directing power." She emphasized the necessity for work (and hard work) to preserve nerve-health, but warned the audience against letting their work become their hobby. "Keep yourselves bright by constant use. Never let any part of the brain go. Yielding to eccentricities seems to lead to smallness of brain. Inordinate affections and extravagant friendships seem to absorb individuality and soften the brain.—Dec. 5th. "Kitchen Physic and Domestic Remedies," Mrs. Clare Gostell. The lecturer spoke of the power the mother has in her hands, by means of the ordinary home arrangements and diet, to prevent and cure such ailments as catarrh, sore throats, glands, nervous headaches, anæmia, sleeplessness and constipation, and gave many excellent suggestions and receipts. Dec. 12th. "Some difficulties of moral education." Mrs. Clare Gostell. Owing to the dense fog, only eleven of the audience could penetrate to Graham Street. Those who ventured so far were well repaid by a most reverent, thoughtful and practical address on some moral dangers and difficulties, especially as regards boys.

REPORT OF THE NATURAL HISTORY CLUB

(Managed by the Belgravia Branch).

Mr. Spurrell, B.A., brought his course of Natural History lectures at 37, Sloane Street, to an end with the three following:—

Nov. 22nd. Insects and crustacea.

" 29th. Fish and reptiles

Dec. 6th. Birds and animals.

They were admirable and largely attended.

Dec. 7th. By kind permission of Mrs. Parker Birtwhistle, Professor Boulger, F.R.S., gave a lantern lecture on "Our friends the trees," at 3, Onslow Place, South Kensington. A very interesting exhibit of Natural History Collections was on view, notably the holiday studies of fungi by Miss Kersey, some of the work of the members of the Wednesday rambles, a collection of Alpine plants, and also one of the natural orders by the children of Mrs. Tufnell. The lecture was interesting and beautifully illustrated.

BOLTON AND FARMOUTH.—Professor Earl Barnes addressed the members of the P.N.E.U. and the M.U., at Egerton Hall, on Nov. 23rd, at the kind invitation of Mrs. Ernest Grey. There were about 70 present, and the lecture, comparing American and English Educational methods, was listened to with the greatest interest. A good discussion followed, and a vote of thanks was proposed by the Rev. G. E. Rees, Vicar of Harwood, and seconded by Mr. Lipscond, Head Master of the Bolton Grammar School.

BRONDESBURY AND WEST KILBURN.—The third meeting of the session was held at Winkworth Hall, on Wednesday, Dec. 6th. In the absence of President and Vice-Presidents, the chair was taken at 8.30 by Mrs. Scarth, while the hon. sec. read the minutes of the last two meetings, which were confirmed—Miss Case then took the chair for the rest of the evening. Miss Louie Lowe read a paper on "Musical Education." She emphasized the importance of a child being brought up in musical surroundings. The first direct lessons should be given when the child is six years old, if possible by the mother. The piano should be taught first as it is a keyed instrument. The best teaching should be obtained in the earliest years, and a good instrument should be used for practice; for if the child is to listen to the tone of each sound produced, it should be possible to produce tones that are good and even. At the age of twelve, if decided distaste or want of talent is shown, the lessons should be stopped. All children should be taught class-singing. Miss Lowe devoted the second part of her lecture to the teaching of singing, which is the branch she has specially studied. After an interval for discussion, Miss Lowe gave illustrations showing (1) What is meant by the different registers, and (2) The order in which songs should be approached. (a) Simple English songs, (b) German, both sustained and florid, (c) Opera, and as a climax, Oratorio.

CROYDON.—The second meeting of the above for the session was held on Nov. 24th, at Oakleigh, Duppas Hill (by kind permission of Mrs. Barnard), when Miss Shakespeare lectured on "The Child in Literature." The lecturer reviewed the treatment of children in the literature of the world down to the present day. She pointed out that children had always been treated objectively in the literature of the Ancients and showed that it was comparatively recently that the point of view had changed. She read quotations from Homer and other writers to prove this and to show the passionate love for children even in those days. Passing over the middle ages, which gives us no picture of childhood, not even from the pen of Chaucer, the lecturer dwelt on the formalities and ceremony existing between parents and children in the 17th and 18th centuries, quoting from Montaigne to show to what lengths these formalities went. The lecturer mentioned Locke's view of the mind of a child as a sheet of blank paper to be written on to show how entirely objective the point of view still was. She then went on to Rousseau, pointing out that he was the first to recognise that children are born persons, and how from his day onward the ideas about children had been gradually changing until to-day the point of view had become entirely subjective; the rights of children were recognised, their individuality was given room to expand, and they were treated with a wise and thinking love. Miss Shakespeare illustrated this gradual change of attitude towards children by delightful and pertinent extracts from the literature of each period.

GLASGOW.—The opening lecture of the session was delivered by Dr. Andrew Wilson, F.R.S.E., at North Bank, Dowanhill, on Nov. 21st, (by kind permission of Mrs. G. R. Blackie). Taking as his subject "Health Lessons in the School and in the Home," the lecturer pointed out that culture, *per se*, is insufficient to cope with the everyday exigencies of life. A national-health conscience is required to make people attend to the gospel of health. Laws of health should be taught to all and we should do our best to secure this. Present-day conditions make for degeneracy. The excess of births over deaths is sadly diminished by infant mortality during the first year of life. Most women have no knowledge about infant feeding, and

often there is no one to tell them. Health subjects should be taught in schools. Knock off some less important subject if there is no other way to find time. Your charwoman's daughter can do without French or music-lessons better than without knowledge of the laws of health. The teacher must be an enthusiast, and must teach directly, not by a printed page alone. In the home parents should interest themselves keenly in a child's health. Proper feeding will do much, as also prompt attention to defects in sight or hearing, or to bad teeth. A mother may learn by experience, but at what a cost!

HAMPSTEAD.—On Nov. 16th, at 35, Steele's Road, Sir John Glover in the chair, Dr. Gregory Foster, Principal of University College, and one of the Mosely Commissioners, gave a lecture on "The Strong Points in the Educational Systems of the United States."—On Dec. 11th, Dr. Horton addressed the Hampstead Branch of this society on "The Psychology of the Child," Mr. C. Simmons occupying the chair. Dr. Horton said that in these days, when the training of teachers is very generally demanded, it is even more important that the parents should also have a knowledge of practical psychology, *i.e.*, of the mind of a child, and from the absence of this arises much loss of human material. While there are varieties of capacity in the individual, yet the determinative influence for every child is that which is brought to bear after birth, especially in the critical stages of its life. In a child the perceptive faculty is so vastly in advance of the conceptive, the imagination so in advance of the reason, that, taking children as a whole, their response to affection is infinitely greater than to reason, and it is thus that the soul can be reached. Give to your child, therefore, the proper imaginative environment, give him, not scientific, but imaginative truth, and re-create fairyland with scientific precision. In religious teaching it is absurd to give abstract doctrines. The truth must be conveyed in what Plato called the "myth." It is strange that in time children will unconsciously revise their knowledge, and, rejecting the tale, will accept the truth which it has conveyed. The Bible is the most consummate instructor of children, and never loses touch with the nursery. It is not of the least moment whether or no the story of the Fall is a legend; but by it you can give to a child the first idea of the origin and cure of evil, and of the eternal principles of right. Environment becomes of supreme importance in religion. It is necessary to come in contact with noble character; and religious instruction given by a person who is not good does incalculable harm. The only true way to teach religion is by being yourself religious.

REIGATE, REDHILL AND DISTRICT.—At a meeting of this branch, held at South Lawn (by kind permission of Mrs. Von Fleischl), Mrs. Spencer Curwen delivered a lecture on "Mistakes in Music Teaching." This lecture having been several times reported, owing to lack of space, no longer notice will be given.

SIDCUP.—Miss Lucy Shakespeare gave a very interesting lecture on Dec. 8th on "The Nature Lover in the Library and Out-of-Doors." The lecturer dealt with the way in which children's inherent love of nature so often fades away as they leave youth behind them, and various methods of preventing this lapse of interest, with special reference to the difficulties of town and suburban residents. The need for close detailed knowledge of wild life to keep the interest fresh, when the early charm of novelty is replaced by familiarity was noticed; also the value of gardening, sketching, collecting of flowers, insects, etc., and sport. The help that the library can give by association of out-door delights with reading was considered, and suggestions made as to poems and passages from the poets suitable for this purpose, and other books and stories which stimulate interest in and knowledge of nature.

SURBITON.—The first meeting of the new branch was held on Dec. 7th, at Mrs. Zimmer's, Oakhill Drive. Miss Cooke presided, and over sixty people were present. Miss Helen Webb, M.B., lectured on the subject of "Habit." She dwelt, first on the physical basis of habit, the actual modification of the brain tissue through the reiteration of any process. The influence of (a) the inspiring idea, (b) repetition, as elements in the formation of a habit were described. A distinction was then drawn between (a) things which should be made mechanical; (b) things which should be habits, but under the direction of conscious attention; (c) things to be done seldom and needing always full attention. Miss Webb laid special stress on the need of classification with regard to habit; not all, even good actions, should be made mechanical; judgment is needed to distinguish what may well be allowed to pass from under the dominion of conscious attention. A short discussion followed, and the meeting ended with a vote of thanks to Miss Webb.

WAKEFIELD AND DISTRICT.—A meeting was held on Oct. 26th, at The Technical and Art School, when the Rev. L. Burch gave an address on "The Formation of Character." In treating the subject the speaker approached it from the spiritual side. Quoting the words of St. Paul—"Stand fast in the faith, quit you like men, be strong"—he declared that the wish at the bottom of the heart of all true parents was that their children might grow up to be true men and women—firm, strong and unmovable in the right. How was the wish to be accomplished? For great and good men and women are made, not born as such. The formation of their character is gradual, and must be commenced in the earliest years. A child's heart is like an open field, and will produce in after years what is sown there in infancy and youth. First then the moral atmosphere of the home must be good. A right standard of life and duty must be maintained. As the child is able to receive them, lessons on the higher duties and calls of life should be given, and gradually the foundation of a good and noble life will be laid. The speaker then illustrated his remarks from the life of Daniel, who, as he pointed out, was at the early age of 17 taken from his home and all good influences and exposed to all the temptations of a corrupt, luxurious heathen Court, and yet stood firm, true to himself and to his God. His early training saved him. His character had been formed. Daniel was an example of the formation of character.—On Nov. 16th (by kind invitation of Mrs. Sugden), a meeting was held at Wentworth Lodge, when Mr. Sugden gave an address on "The Modern Relationship of Parent to Child." Mr. Sugden alluded in the first place to the modification which has taken place in recent years in the attitude of parents towards their children. In the old days parents might be said to have enjoyed something of the nature of an autocracy; to-day there was rather a tendency towards a constitutional monarchy. It was a question how far parents would adapt themselves to this altered condition of things. This necessitated parents living in close intimacy with their children, and seeking, as far as possible, to enter into their life, thoughts and interests. Mr. Sugden said, that in building up the home upon these lines, they would in reality be building up the empire; because the idea of citizenship in the home must inevitably lead to a larger and wider conception of citizenship of the Empire.—A meeting was held at Mrs. Merry's, 14, St. John's Square, on Dec. 14th, when a most interesting address was given by Mr. Peacock, Head Master of the Wakefield Grammar School, on "Some Roman Views of Education." Mr. Peacock gave an account of the training of the Roman boy from his earliest days to the time when he had to take his place as a

citizen or a soldier. He showed how the boy was constantly taken out by his father and trained in agricultural and practical matters, as well as sent to school where he was taught reading, writing and arithmetic, and other subjects calculated to make him a useful citizen. He also said that the Romans derived much from the Greeks in matters of education, and the Roman scholar frequently went to Athens to study for one or two years. It was remarkable to find how much similarity there was between the education of nearly 2,000 years ago and the present time, and strange how so much of it was entirely lost for many centuries, and only commenced to revive again about the 15th century. Mr. Peacock quoted largely from Quintilian, and spoke of him as having a very lofty ideal of educational matters.

WEYBRIDGE.—In place of the usual lecture on a special subject, a discussion was held by this branch on Wednesday afternoon, Nov. 22nd, at Wood End, was held by the members themselves. The question to be discussed was arranged by the members themselves. The question to be discussed was "Do our ordinary English methods tend to stifle intellectual interest?" Mrs. Butler, who was in the chair, said that the question should be treated as an open one, and that the word "stimulate" might be used instead of "stifle." Miss Gilpin then led the discussion by enumerating some of the methods which prevail in most schools, such as (1) Examinations; (2) The use of text books; (3) Taking notes of lessons; (4) The awarding of marks and prizes; (5) The habit of using cribs. Without giving an opinion on these points, Miss Gilpin reminded the audience that "intellectual interests" to be worth having must be so implanted in the child as to grow with his growth, and invited discussion on how far this list of ordinary school methods would carry out the best ideals. Mrs. Hordern then read an animated paper on boarding schools in general, and said that they seemed unsuitable for children, boys or girls, under fourteen, because there was no room for development of their natural instincts. Lord Stamford spoke encouragingly of the great improvement in schools during the last fifty years, though he considered much remained to be done. Having briefly summed up the remarks of these three selected speakers, Mrs. Butler suggested that the discussion should revert to Miss Gilpin's original points. Referring to examinations, Colonel Gordon instanced the method the War Office has recently adopted of keeping officers under supervision for two years before they pass out of the Staff College, by which means their capabilities are tested more surely than by any written examinations. The discussion became more general before the close and it was felt that though more time must be given before any conclusions could be arrived at, a very pleasant and suggestive meeting had been held.

A Conference organised by Mr. Wynn Williams (H.M.I.), was held by invitation of Miss Mason, at the House of Education, Ambleside, on Saturday, December 9th. The Conference was summoned to consider the question of *Education by Books* with a view to the adoption of *Parents' Review School* methods by the schools of Westmorland (Elementary, Preparatory, and Secondary). Public Elementary Schools were represented by the Heads of 19 neighbouring Schools; Preparatory Schools, one Headmaster; Secondary Schools, two Headmistresses. The local Education Authority by the Secretary. The Vicar of Ambleside was present, and the H.M. Inspector of Westmorland took the chair. After the discussion of the several points of the agenda, the members of the Conference agreed to consider the matter, and three Headmasters of Public Elementary Schools decided to join the *Parents' Review School* under the Schools' Regulations, without delay. It is hoped that this Conference may lead to a large number of the schools of Westmorland taking up these methods.

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EDUCATION IN HUNGARY.

BY O. A. SHRUBSOLE.

THE following notes are necessarily an outline, as the writer has not had the advantage of personal acquaintance with Hungarian schools. The facts, however, are given from official documents, and chiefly from an article by A. Berzeviczy (Vice-President of the Hungarian House of Commons), in "*The Millenium of Hungary*" (Budapest, 1897).

The physical and other conditions of Hungary are not without significance. The characteristic feature of the country is the great central plain, intersected by rivers, forming roughly about one half of its area. This vast plain, called the Alföld, is of recent geological age, and contrasts strongly with the girdle of mountainous country by which it is surrounded. Being generally fertile, it has proved an irresistible attraction to nomad races, of which *four* have at different times occupied it—namely, the Huns, Avars, Magyars, and Turks. By Hungarians proper we are to understand the Magyars, who entered the Alföld from the east at the end of the ninth century, A.D. They overcame the once-powerful Avars, and to some extent absorbed them. They were a people of Turanian origin, speaking a language which is most closely allied with the group which includes the Finns, Lapps, Ostiaks, etc. They ultimately gave up their nomadic habits, and in 997, under their king Stephen, adopted Christianity in its